



EMOTIONAL, PERSONAL AND SOCIAL DEVELOPMENT POLICY

RATIONALE

Children in early years settings have to learn to cope with people and settings outwith the family. In doing so they need to become increasingly independent and able to form positive social relationships, particularly with other children (*A Curriculum Framework for Children 3-5*, **Page 8**).

AIM

The aim of Killermont Primary Nursery Class is to promote children's emotional, personal and social development in relation to their previous experiences, competences and levels of development.

OUTCOMES

- Children become responsible for dressing and personal hygiene
- Children become independent in serving themselves and others at snack and lunch time
- Children are confident and have a good self image
- Children develop increasing independence in choosing, organising and tidying up during play
- Children are able to cope with people and settings outwith the family
- Children are able to form positive relationships with other children and adults
- Children co-operate with others
- Children are considerate of others through sharing and taking turns
- Children become aware of the needs and feelings of both themselves and others

PROCEDURES

Within Killermont Primary nursery class the curriculum is based on *A Curriculum Framework for Children 3 –5* to ensure balance and relevant learning opportunities for all pupils.

We provide a wide range of opportunities for children to:

- develop independence by dressing themselves eg taking off/putting on own coat, changing own shoes for outdoor play, going the toilet
- choose own snack and pass the plate, pour own milk, clear up small spills. Snack bar facilities are offered twice per week allowing children to have a natural break in their play and choose when and who to snack with
- follow personal hygiene routines eg hand washing after using the toilet, before snack, after a messy activity
- care for themselves and their personal safety eg learning the Green Cross Code
- become increasingly considerate when sharing resources, taking turns and follow nursery routines eg four at the sand, using the timer system for the computer, sharing the outdoor play equipment
- persevere in tasks that at first present some difficulties eg puzzles
- develop independence by choosing their own activities, helping to organise tasks and resources and helping during the tidying up time routine
- meet visitors to our nursery eg parent helpers, pupils from throughout the school, speakers with a specific input to a topic
- encourage co-operation eg board games, dominoes
- listen and develop relationships with other children and adults during group/snack time, ongoing play respecting the needs and feelings of others
- form positive attitudes towards others whose gender, language, religion or culture is different from their own
- express appropriate feelings, needs, choices, plans and decisions
- care for the environment and for other people in the community

Children have the opportunity to experience such activities during free play sessions as well as during more formal group teaching sessions. A range of resources are purchased and rotated to enhance these learning opportunities and take account of the children's interests.

- Please refer to Planning Policy

Staff are responsive to each child's needs and interests and involve the children in planning by observing their play and seeking their opinions. Staff members carefully consider the children's previous learning experiences to ensure activities are relevant to the children's developmental needs and interests.

Assessment notes are updated regularly to record significant aspects of the child's learning. Information about the child's learning is passed on to the child, parent/carer and other relevant professional.

- *Please refer to Assessment/Reporting Policy*

ROLES AND RESPONSIBILITIES:

Senior Staff
<ul style="list-style-type: none"> • Ensure national and local guidelines are followed • Monitor and evaluate staff planning and children's development and learning
Staff
<ul style="list-style-type: none"> • Ensure that long, mid and short-term planning is in line with national guidelines • Ensure that planning takes account of individual children's needs, including those with additional support needs • Observe and respond to significant achievement made by individual children • Assess, record and evaluate children's development and learning • Monitor and evaluate the effectiveness of planned programme of learning • Liaise with and report to parents / guardians, other agencies and associated primary schools

RESOURCES

A Curriculum Framework for Children 3-5
LT Scotland (SCCC) Support Books

CROSS-REFERENCES:

The Child at the Centre	1.1, 1.2
National Care Standards	4.4

In our centre responsibility for implementing this policy is:	
First Draft	Date: November 2001
Consultation with Early Years Community	Date: 2001 /02
The policy was created on:	Date: 17 November 2003
The policy was reviewed on	Date: 30 October 2008
Due for review on (not more than 3 years):	Date: 2011/12